



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

Vol. XIII.

ST. LOUIS, MAY, 1880.

No. 5.

# TENNESSEE TESTIMONIALS.

## APPLETONS' READERS

### UNANIMOUSLY ADOPTED

## FOR SHELBY COUNTY, TENNESSEE.

**Uniformity for City of Memphis and County of Shelby.**

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**FROM SCOTT A. MURRAY,**  
Acting Superintendent Memphis City Schools.

MEMPHIS, TENN., April 3, 1880.

Appletons' New Readers have been in use in the city schools of Memphis, Tennessee, since December, 1879, and are so admirably adapted to their purpose in every respect, so perfectly graded, and contain such interesting and instructive matter, that there has been more satisfactory progress and more interest manifested by both teachers and pupils since their adoption than at any time heretofore.

Signed:

SCOTT A. MURRAY,  
Acting Supt. Memphis City Schools.

**COMMENDED BY ALL THE TEACHERS.**  
Resolution Offered and Unanimously Passed.

RESOLVED, That, having used the Appleton series of Readers since their introduction into the City Schools of Memphis, Tennessee, we have found them admirably suited to their purpose, and a useful and interesting series of text books.

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MARY F. HILL, ALICE M. MITCHELL,  
MRS. K. E. NEVILS, BETTIE MARTIN,  
EMMA CONRAD, CORNELIA ROSS.

MEMPHIS, TENN., April 3d, 1880.

Having used Appletons' Readers for several months in the different grades in Monroe Street School, and having in the meantime subjected them to a critical examination, my deliberate judgment is, that they are superior to any others ever used in this country.

JAMES LOTT, Principal Monroe St. School.

MEMPHIS, TENN., April 3, 1880.

After one session's experience in the use of Appletons's Readers, I pronounce them, in my estimation, the best and most complete set of school readers that has ever come under my observation.

M. D. MUGAN,

Principal Smith Grammar School.

**APPROVED AND ADOPTED FOR ALL THE SCHOOLS OF SHELBY COUNTY, TENNESSEE.**

RESOLVED, That we recommend to the Directors and Teachers of the County of Shelby, Tenn., the adoption of Appletons' Readers and Webster's Spellers, according to agreement of D. Appleton & Co.

Memphis, Tenn., April 3, 1880.

The above resolution was unanimously carried at a meeting of the School Trustees of Shelby County, April 3, 1880. Signed: C. H. STEIN,  
President Convention and Superintendent Shelby County.

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No. 5.

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## TABLE OF CONTENTS.

Miscellaneous Editorials .....	3
St. Louis Beats Quincy .....	4
The Best Market .....	4
Keep it Before the People .....	4
The Problem Solved .....	5
Better Schools .....	5
The Map Swindler Again .....	5
A Remedy .....	5
The Census of 1880 .....	6
Press Association .....	7
The Centennial Celebration .....	8
Commendable .....	8
Joe's Sum .....	8
School Room Adornment .....	9
A Few Bars More Music .....	9
Texas .....	10
The Public School Question .....	10
School Museums .....	11
The State Association .....	11
The Boy Burglars .....	12
An Educational Qualification .....	12
Yes and No .....	12
Summer School of Biology .....	12
An Old Teacher Talks .....	13
Recent Literature .....	13
A Trip East .....	14
Iowa Official .....	14



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ST. LOUIS, MAY, 1880.

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We do not hold ourselves responsi-  
ble for any views or opinions express-  
ed in the communications of our cor-  
respondents.

Miss GRACE C. BIBB, of the State  
University, Columbia, Mo., is the lo-  
cal secretary deputized to correspond  
with all who desire information in  
regard to the meeting of the Missouri  
State Teachers' Association to be  
held in Columbia, June 22. Our  
teachers and others interested in edu-

cation should avail themselves of this  
opportunity to visit the "Athens" of  
Missouri. They will find a most cor-  
dial welcome to a most beautiful  
city, filled with elegant homes and  
intelligent people who extend the  
most open-handed hospitality.

PROF. P. W. GATES, of the Arkan-  
sas State University, at Fayetteville,  
the President of the Arkansas State  
Teachers' Association, is backed by  
a large working committee who are  
making extensive preparations for  
the State Association to be held in  
Little Rock, June 28, 29 and 30.  
Hon. J. L. Denton, while in St. Louis  
last week, secured the services of  
Wm. T. Harris, LL.D., for a lecture  
before the association. J. B. Mer-  
win, managing editor of the AMER-  
ICAN JOURNAL OF EDUCATION, will de-  
liver an address on Tuesday evening,  
June 29.

Yes, by all means, multiply occa-  
sions for bringing the people togeth-  
er. We believe in "school picnics,"  
"Sunday-school picnics," "May-day  
picnics," "birth-day picnics," Grange  
picnics," and all other sorts of picnics,  
where the old and the young, and all  
the people come together for a day of  
enjoyment in the open air in the  
woods or fields.

Have some songs and recitations  
by the children, and a short address  
or two on some non-partisan and  
non-sectarian theme. Have a good  
time socially, intellectually and mor-  
ally, and thus, by knowing each other  
better and seeing the good qualities  
of all manifested, we shall grow in  
the grace of good will and a better  
citizenship.

THE Public school, says Lieut. Gov.  
Brockmeyer, and he is considered  
pretty good democratic authority, is  
an institution of the State founded in  
the final end of the State, and is  
therefore to be maintained by the  
State.

BEWARE of the map swindler, A. B.  
Israel. He is on his travels again it seems  
from a letter we publish from Illinois.

Better take the advice of Dr. Newton  
Bateman—a postage stamp and an inqui-  
ry as to prices of some reliable house—  
will "save a district from seventy-five to a  
hundred dollars."

ARKANSAS proposes to have the  
largest and best inter-State Associa-  
tion ever held in the Southwest. Hon.  
J. L. Denton is full of enthusiasm  
and he says the teachers and school  
officers propose to make it in point of  
numbers and strength the gathering  
of the year.

Supt. Denton and Prof. Ladd have  
visited all parts of the State and  
have been met universally with the  
largest audiences made up of the  
leading citizens of the county and  
sometimes of two or three counties.

The result is that every part of the  
State is alive to the importance of  
education.

These meetings have done much to  
disabuse the minds of the people of a  
prejudice of long standing against  
the public school system. In fact in  
all the larger towns and cities and in  
hundreds of small districts a tax has  
been voted to sustain a public school  
six and nine months by very large  
majorities.

Now then, the teachers and school  
officers of the State want to know  
the best methods—want to know the  
best plans for organizing and con-  
ducting schools.

They propose to invite the leading  
educators of other States, who have  
made a success of the system, to give  
them counsel and aid in the matter.  
Wm. T. Harris, Supt. of Schools in  
St. Louis, Prof. J. M. Greenwood, of  
Kansas City, Prof. Joynes, of Nash-  
ville, Tenn., Prof. Fitzgerald, for-  
merly Supt. of Schools of California,  
and others have been engaged to de-  
liver addresses on the occasion.

The Convention is to be held in  
Little Rock, June 28th, 29th and  
30th.

Reduced rates of fare will be se-  
cured and the committee mean to  
make it the grandest and most bril-  
liant educational convention ever  
held west of the Mississippi River in  
all respects.

Further announcements will be  
made in our next issue. Meantime  
we hope the newspapers of the State  
will circulate these facts.

MR. D. M. KENDRICK, the genial  
and efficient General Passenger Agent  
of the INDIANAPOLIS AND ST. LOUIS  
RAILROAD, the direct, through, straight  
"Bee Line" route to Cleveland and  
the East, will look after the teachers  
and others who propose to visit the  
"National Teachers' Association" and  
the other large gatherings to be held  
in July at Chautauqua Lake, New  
York.

Mr. Kendrick proposes to run  
trains direct from St. Louis to Chau-  
tauqua, via Brocton Junction, to May-  
ville, the point where the associations  
are to be held.

Please drop a line of inquiry direct  
to D. M. Kendrick, General Passen-  
ger Agent of the Indianapolis and St.  
Louis Railroad, St. Louis. He will  
send circulars and post you up fully  
as to rates, time, etc.

We give notice thus early so that  
teachers and others who propose to  
visit Chautauqua this season can se-  
cure the best rates via the best route.

ONE of the largest real estate deal-  
ers in Arkansas informs us that since  
Hon. J. L. Denton and Prof. Ladd  
entered upon their canvass of the  
State, and the people had voted to in-  
crease the school terms, and the tax  
levy to sustain the schools, he had  
sold more land in four months to new  
settlers in Arkansas than he had sold  
in the previous four years.

This is what we call good, substan-  
tial testimony in favor of the work  
done by the State Superintendent of  
schools.

## ST. LOUIS BEATS QUINCY.

WE have had many letters of inquiry, many letters expressing doubt, many more of severe censure, from all parts of the country, because we have not devoted more space to school interests in St. Louis, and to the St. Louis system of public schools.

We learned years ago that the schools in the city of St. Louis were on a good basis financially—a very important matter—that the school-board was made up of men of just about average ability and integrity; that they serve without compensation; that the meetings where all the business pertaining to school matters was transacted, were public; that the proceedings were published in full; that there were so many members with diverse views and interests, that it would be difficult, with these open meetings and the full publication of what was said and done, for any single man or set of men to organize or carry through any measure seriously detrimental to the general interests of the schools. We found all this, and we found, too, the most complete and efficient system of supervision and accountability existing, that we have ever known outside of the United States army!

Why, then, should we devote time and space to a system which had so solid a financial basis; that was so well organized, and had such efficient and able supervision?

School systems have been organized in counties and States that were without system and without any solid, permanent financial basis.

Supervision will do for these counties and States what it has done for St. Louis, when it is as perfect there as in St. Louis.

We are working toward this result gradually but surely.

We have felt it to be our duty to work for and urge these very essential and very important points upon the people.

Our St. Louis schools, too, were on account of the results achieved by virtue of this organization and efficient supervision, gaining in power and popularity at home and abroad.

Then, too, the Superintendent of the St. Louis schools has been a constant contributor, editorially and otherwise, during the more than twelve years this JOURNAL has been published, and he has always very strenuously objected to any personal allusion to him or to his work in St. Louis.

Now that his connection with the school system of St. Louis is about to close, without his knowledge or consent, and at the risk of incurring the displeasure of a friend, whose con-

fidence and esteem we value beyond price, the school interests demand that we should lay the facts of the recent examination held in this city, before the people.

The questions on which the pupils in St. Louis were examined, were the same as those used in Norfolk Co., Mass., of which the celebrated "Quincy" schools form a very prominent part. The average per cent. throughout the whole of Norfolk county was 57 per cent.

The Quincy schools on these questions averaged 82 per cent. The St. Louis schools averaged 85 per cent., or 3 per cent. higher than the Quincy schools.

These averages included the per cents. made in the colored schools in St. Louis also. Or in other words, with all the diverse elements of our population, including all nationalities, all religious sects, all political parties, all the sorts of people that go to make up the heterogeneous mass of our 500,000 population.

ST. LOUIS BEATS QUINCY, and the St. Louis system of schools beats the Quincy system of schools, with the same identical examination papers *three per cent!*

About 1,400 pupils were examined in the Quincy schools, and nearly 40,000 pupils were examined in the St. Louis schools, and still the St. Louis schools beat the Quincy schools *three per cent!*

Other towns and cities, we have no doubt, all through the West, where the supervision is equal to that of St. Louis, would make a showing equally truthful and creditable on the same list of questions.

We hope they will try it, and report.

## THE BEST MARKET.

HON. THOMAS ALLEN in his address before the Immigration Convention held in St. Louis since our last issue, said, among other good things, that it has come to pass in the natural course of exchange, that the cotton, sugar, cattle and tropical fruits of the Southwest have found their best market in Missouri. Especially does Missouri feel the benefit of contiguity and of easy intercourse with a State which, like

## ARKANSAS,

has the climate of Italy, and gives her the best of cotton and the earliest of fruits in exchange for a large portion of her surplus commodities.

Missouri may well extend her congratulations to her neighbor Arkansas upon her present growing prosperity.

The trade of Arkansas carried over the Iron Mountain railroad alone is worth \$25,000,000 per annum.

Our commercial relations with the State of

## LOUISIANA

are of an intimate and friendly character. We touch her by rail at her capital city, and at her principal commercial town on the upper part of the Red River, and reach her interior by that river and the Ouachita, while our steamers ply up and down her river coast, where the Mississippi is, in truth, an inland sea.

## MISSOURI IS LOUISIANA'S BEST CUSTOMER

in respect to sugar, and if the sugar lands of Louisiana could be protected from overflow and cultivated to their full capacity, there would be no occasion to send \$100,000,000 gold abroad annually for sugar.

And as to fruit, it would seem to be poor taste to import oranges from Sicily when our neighbor Louisiana produces far better ones.

Some of the excellent cotton of Louisiana is brought here by rail from Shreveport, and we are making preparations to penetrate the heart of the State from the North to make our commercial relations still more intimate and important. \*

## KEEP IT BEFORE THE PEOPLE.

IT is well to keep the specific objects of the public school definitely before the people.

We do not remember to have seen them stated more distinctly than by Lieut. Gov. H. C. Brockmeyer of Missouri, in his speech on "The Right of the State to Tax the Property of the State to maintain Public Schools." He says of the

## PUBLIC SCHOOL:

"It teaches what is common to all, culture.

The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word, the same technique for all the products of human intelligence.

It is this common element which the common school teaches. In this it performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture. Regarded from ei-

ther point of view it is an institution of the State, founded in the final end of the State, and therefore to be maintained by the State.

Now those who think this too much, and the expense too great, ought to find comfort in the reflection that a life spent in making a living, and in accumulating property, has for its final result zero.

Nationally, this question was solved and demonstrated by our predecessors—our predecessors in this State—the aborigines. They lived to make a living.

The end of their life was not culture, but to live.

They wasted no precious property upon education to render culture possible. They paid no school tax.

They vested nothing—nothing but the smutch of their smoke upon the walls of the caves of our State. This they left. This is their monument—a smutch."

A good school strengthens all other schools in all the vicinity. Hence a teacher who makes a success, is a real, and an essential help to all other teachers. Competent teachers insure success.

Why should certificates be granted at all to incompetent teachers?

No further evidence is needed of the fact that the people appreciate the good work done by our teachers than the large majority given in so many instances to have the school terms eight, nine and ten months instead of three.

Then too, teachers have, in many instances, been re-engaged for another season and wages have also been increased. We wish this was universally the case—as it ought to be when good, honest, strong, faithful work has been done. Let those who grant certificates to teach be a little more careful and see to it that only those who are fully competent get certificates.

If our county commissioners, and county examiners, and county superintendents were a little more careful in granting certificates to teach school would it not be better for all parties concerned? We think so.

Tax-payers do not want incompetent teachers, parents do not want them, pupils do not want them, competent teachers do not want them, nor do they want to be obliged to come into competition with them on the question of either ability or wages.

They ought not to be required to do so, and would not if those who grant certificates to persons to teach were more careful.

Ought we not to move up a little in this direction?



A poor teacher is sure to have a poor school.

This drags down all other schools in the vicinity; keeps wages down; gives the opponents of the school system a big club to use to beat it down with.

Why should an incompetent teacher be granted a certificate?

#### THE PROBLEM SOLVED.

A WRITER in the *Country Gentleman* asks and answers two or three important questions, to which we invite careful attention.

He solves a problem in theory that our schools will solve in practice, if the advice given is followed.

He says, "if our farmers do not have the social standing and the political influence which their numbers and importance to the material interests of the nation entitle them to, what is the remedy? No 'civil rights law' can reach the case. Social consideration is quite another matter. That cannot be forced. Education and real culture alone can reach the case.

Our just influence on politics and legislation, especially with reference to questions of

#### POLITICAL ECONOMY,

like transportation and unjust discrimination in freights, and of public morals, like intemperance, gambling, prostitution, Sabbath non-observance and the like—our due influence in these respects, I say, is not so easy to gain. I do not think it can be gained by simple present combinations to send farmers to our legislatures and halls of Congress, even if we should succeed in sending them. They must first be *fitted for wise legislation*.

The famous 'grange legislation' at the West succeeded in its immediate objects, it is true. Not because it was skillful or wise, however; for it is now admitted to have been at least very bungling. But it succeeded because the abuses it aimed to remove had become intolerable.

Everybody knew that a discrimination which charged more for transporting freight a hundred than a thousand miles was abominably unjust; and that so long as our great railways have western lands to sell, they will discriminate immensely in favor of freights from the far West, unless prevented by law. Such opposing combinations of farmers, however, will not succeed in average cases and in the long run.

If we are ever going to secure real and permanent improvement in our laws, so as to promote our own fair and legitimate ends as farmers, or those principles of morality and that

orderly conduct in society which are dear to us, we must, I think, send from our numbers to our halls of legislation, men identified with us and imbued with our principles and views and yet able to cope with the men already there.

They must be men of thorough

#### EDUCATION,

broad and well-balanced development, and thorough knowledge of the philosophy of law and the history and science of government. And I think we may as well frankly admit that we have not such men among us in any considerable numbers, and set ourselves manfully to the task of getting them—of educating some of ourselves and of our sons to become such men."

That is the remedy—to educate so as to be able to cope with the men already there.

It is cheaper and wiser to educate than to pay for the poor and unjust laws the ignorant or the crafty enact.

#### BETTER SCHOOLS.

AN exceedingly interesting feature of the proceedings of the Immigration Convention was the local reports of delegates from each county as called upon.

In almost every instance the *school facilities* of the county formed a prominent feature of the reports.

In addition to these local reports the resolutions offered, if rightly interpreted, mean better schools. Hon. H. C. Fike, of Johnson county offered the following:

WHEREAS, We believe the material interests of the State of Missouri can in every sense be largely and successfully promoted by a complete publication and very large circulation of all matters of information touching upon her resources and advantages. Be it therefore resolved by this convention:

1. That we deem it highly essential that immigration societies should be organized and maintained in every county in this State, co-operating with and through the State Board of Immigration.

2. That the State Legislature should, at its next session, make ample provision by liberal appropriation for the successful accomplishment of the design intended in the creation of a State Board of Immigration.

4. That we hereby request the executive committee to prepare suitable blank petitions and furnish the same to the several members of this convention in their respective counties for the purpose of obtaining signatures—the said petitions praying the next General Assembly to make such appropriation as is contemplated by the foregoing resolution.

Our teachers can render an essen-

tial service to the State in this matter by circulating and securing names to these petitions, and in working up the information "upon the resources and advantages" of the State.

The schools are among the first and most important "advantages" of the State.

#### The Map Swindler Again.

A. B. ISRAEL, the school map swindler, is on his travels again. A gentleman from Lexington, Illinois, writes us:

"Please send me the 'warnings' you have published about A. B. Israel. He has been swindling our people up here. Don't delay, for he intends to come back again, and ought to be exposed."

Hon. Newton Bateman, while Supt. of Public Instruction in Illinois, exposed this scoundrel. John Monteith did the same thing in Missouri, and Hon. R. D. Shannon has been obliged to repeat these warnings.

We publish the following again, for the benefit of school officers not only in Lexington, Illinois, but school officers and taxpayers all through the West and South.

OFFICE STATE SUPT. PUB. SCHOOLS,  
Jefferson City, Mo. }

Editors American Journal of Education:

Permit me to emphasize the subjoined caution, published by Hon. Newton Bateman of Illinois.

I would say to the school officers of the State, that this man, Israel, still continues his extortionate and swindling business of selling his maps. I trust that the authorities of some town or city in the State will arrest the unscrupulous huckster and report him to the police department of St. Louis. Will the newspapers of the State do the school officers and the public a service by publishing this?

JOHN MONTEITH, State Supt.

A CAUTION.—It is an ungracious task, but so many complaints of the proceedings of a Mr. A. B. Israel of St. Louis, Mo., a maker and vender of outline maps, etc., have come to this office from different parts of this State, that duty seems to require that our school officers, especially directors, should in this matter be put on their guard. Detailed statements, from prominent and trustworthy citizens and school officers, of the unwarrantable practices of himself and agents to secure sales, and of grossly exorbitant charges for very inferior articles, are on file in this office, and will be published if necessary. All concerned are advised to have nothing to do with him or his maps.

It may be well to add, by way of general caution, that the only safe course for directors in this State to pursue, in procuring school supplies, is to ascertain from well known and reliable houses, manufacturers and dealers, in Chicago, St. Louis, or other large business centres, the regular wholesale and retail prices of articles wanted, before purchasing of agents who are not known to be trustworthy and honorable. A three-cent postage stamp, and a delay of a week or less, will often save a district from twenty-five to a hundred dollars in a single purchase of educational apparatus. Information received at this office indicates a degree of submission to extortion in these matters which might easily have been prevented, and which should be carefully avoided in the future, in the manner above shown.

NEWTON BATEMAN,  
Supt. of Public Instruction.

#### A REMEDY.

THE AMERICAN JOURNAL OF EDUCATION is helpful to all because it suggests remedies and does not stop with mere fault finding and criticism. Will you allow me to say

1. That our excellent common school system can be doubled in its efficiency by such a change in the school law as shall make "optional" attendance upon the part of pupils compulsory. This will give us intelligent citizenship and intelligent law makers.

2. We need more competent and intelligent law makers as well as teachers. Let county superintendents and county examiners be more careful in granting certificates.

3. We need more "tools to work with" in the school room. (Teachers, supply your own school room according to your ideal if neither district nor directors will.)

4. Our vacations are too long. (Vacation is more than lost time to the pupil.)

5. Defective discipline both at home and in school is a danger now threatening all of us.

HERBERT DERR.

Medora, Ill., April 20, 1880.

CIVILIZATION now demands skilled, intelligent labor. Occupations which require no skill, but only brute force, will necessarily be vacated by human hands. The substitution of steam culture for hand labor has thrown thousands of workmen out of employment, who had nothing but their muscle to pit against a steam engine.

We need brain culture now more than ever, as well as hand culture.

Six, eight and ten months of school has been very generally and very cheerfully voted in a large number of districts and towns.

A good sign that. It shows that our teachers have been doing good work in school and out of school too. Other things being equal the teacher who is best acquainted and does the most work to interest and build up the school outside, will do the best and most work inside the school.

It is not so much what we do as what we do *not* do that hurts us.

A genial, friendly, cordial, helpful spirit is everywhere appreciated, especially if you are wise and modest in its expression.

PUPILS in the schools in pursuit of their studies, should there be taught the dignity and necessity of labor, and its vital relations to all human excellence and progress, the evils of indolence, the absurdity of the present fashion for city life, and the widespread aversions to manual labor.

A practical knowledge of some industrial pursuit is an important element in intellectual culture.



## CENSUS OF 1880.

The Census of 1880 from an Educational Point of View. Read before the National Association of School Superintendents, Washington, D. C., Feb. 2, 1880.

BY W. T. HARRIS.

THE importance of statistics in regard to man as a social being, has been appreciated ever since civilization began. Man as a social being and man as an individual, particular person, are two very different objects. As individual—you and me—John and James—each has a self, an ego; but a self hemmed in by limitations qualitative and quantitative. As existing in the organic form of institutions man becomes a series of giant selves, each one formed in the general image of man and having its head, its hands, its deliberative power, its will-power to execute with. As such vast organism man becomes infinite (or indefinite) in respect to many points wherein the single individual is finite. For example, the single individual exists here and now in a single definite place and moment of time. He is limited in respect to size and weight, strength, hunger and thirst, ability to sustain heat and cold, youth or age, sex, health or disease, education, climate and seasons, conditions of weariness or vigor, and such matters. As individual he is a very uncertain element. But by combining into social organizations he so reinforces his finite self as a particular bodily and mental self that he well nigh removes these limitations of time and place, and as a civilized being he comes to exist as a general being whose limitations are cancelled or annulled through *participation*—one man participating in the life of all men.

In the most rudimentary of these greater selves—the family—the inequalities of infancy, youth, maturity and old age are mediated and balanced so that the infant lives a rational life in full view of his destiny; the feebleness of old age is provided for; the sick is cared for by the well; the inequalities of sex are compensated; and likewise those of industrial capacity.

In the social economy as the department of productive industry, the finitude of the individual as lacking skill and adaptation to all trades and wants is annulled by the division of labor and each one allowed to develop the maximum of skill by limiting himself to the minimum of variety in the use of his brain and muscles.

In the state we find still greater results achieved. While the individual little man (the microcosm) is periodic in his variations, needing alternations of work, rest, recreation and sleep, being unable to think or to work at certain times—the nation never sleeps,

never ceases to wake, to think, to act, to provide, to produce.

During the sleep of one individual the nation watches through the person of another individual; it pieces out the defective thinking and planning through the thinking and planning of a large organization of men; it strengthens the backbone of one man by the addition of many. It adjusts itself everywhere by eliminating the defects of excess or deficiency of one individual by results of combination wherein each individual's work is modified through that of others and thus a general more rational result is attained.

It is not necessary to speak of the institution of the church by which the consensus of conviction in spiritual matters is attained, and by means of education, made the possession of all individuals. In general it is the province of institutions—the family, civil society, the state, the church, to make real man's ideal self as an infinite self-determining being—i. e. a free being—and to make available the results of this higher being—this synthesis of small individuals into a greater individual, so that each may participate in the life of the whole and share not only in the food, clothing and shelter produced by all human industry, but also share in the realized intelligence of all men on the globe in our time—more than this to share in the wisdom of the race collected and preserved without loss or diminution from generation to generation.

It is clear, from this point of view that the problem of life from a human point of view is this one of "How shall the individual come into this realm of participation so that he may share in the total production of his fellow men—material and spiritual production?" The microcosm must become the macrocosm. The means for this and the application of those means make up *education* as a life occupation. There must be no arrested development anywhere. All life is education; the nurture of the child; the school epoch of the youth; the business vocation of early mature manhood—the citizenship of mature life; the church as the continuous spiritual culture of the individual into insight as to the eternal verities—all these are one process of education and the school is only a small department of the whole of human education.

In view of this difference between the mere individual man as the *possibility* and the *realization* of man in and by means of institutions wherein individual *combines* with individual and many make one (as many States make one in our nation)—each sinking his

selfish, egotistic independence in order through his dependence on the social whole to participate in and realize a higher, broader, greater independence—in view of this relation of the multiplicity of individuals to the realization of the rational life of each, we behold the interest of statistics. It is not each individual by himself, but each for all and all for each. The quantitative element in the human organization has great qualitative significance. Quantity in the army may mean freedom or subjugation and slavery; in productive industry it may mean wealth and luxury or poverty and starvation.

While looking upon this general question of numerical relation as important for the existence of man as a civilized, rational being, we also see the several aspects which statistics have. In general it is the characteristic of man to be self-knowing—self-conscious. From his knowing, his intellect, he obtains the norms, or laws and principles with which to direct the volitions of his will; directive power comes with self-knowledge. And again the most important of self-knowledge is this knowledge of man's greater self—the social self. Self-knowledge therefore includes as first and most essential the knowledge of institutions. The state must have knowledge of the quantitative phases of its reality; social science must know the general trend or aggregate result of its minor processes—judging of its labor system by the paupers it casts ashore, its local suffering and want, the balance of its exports and imports, the means of equalizing vocations; of its condition of family nurture by the number of unfortunates produced—the deaf and dumb, insane, idiotic, blind, the orphans, the statistics of crime, etc.

In the order of these species of self-knowledge we must not omit to note as important the distinction between what is essential to direct self-preservation and what is secondary—i. e., essential to preservation but only mediately so.

It will be found that the political necessity—the necessity of the state is always the first and most direct one. Without the state the social elements are all under the cruel open sky and exposed to destruction from the inclemency of the elements. The roof of the state must first be raised before the other social elements can exist or be perfected. Life and property are the first essential. When these are provided for, then comes the third element, social condition. As the nation progresses into freedom it comes more and more to recognize the secondary elements as essential, and to recognize their re-action upon the political power of the state.

What a lesson has been taught in Europe in recent times of the importance of an educated people to a strong state. Prussia has made it impossible for statesmen to neglect public education, if they expect to preserve independent nations on the continent of Europe.

Without occupying you further with these general points of view I will now take up the special theme assigned to me for consideration, and will therefore ask your attention to a suggestion in regard to a slight modification of our census tables in view of enabling school officers throughout the United States to study the question of school population in a more satisfactory manner than they have been able to do hitherto.

The technical expression "school population" refers to the period defined in the several State constitutions as the ages between which their several legislatures shall provide by law for the establishment of free schools for the entire population. Thus the State of Missouri and many others provide free schools for all between the ages of six and twenty years. The majority of the other States fix the ages of five and twenty-one as the limits.

This matter of school age, of course, is of direct importance in distributing school funds derived from the State or from the general Government. It is of further importance in determining the ratio of school population that actually attends school, and consequently conditions to a great degree the measures taken to extend the school system.

The census of the United States for 1870 did not give the data from which to ascertain the number of the population between the ages of six and twenty or of six and twenty-one.

While the returns from the special localities gave the ages of all people, the abstract printed by the general Government gave only the following summaries:

Under 1 year of age.

1 year of age and under 2.

2 years of age and under 3.

3 years of age and under 4.

4 years of age and under 5.

(Very satisfactory so far) but now on

5 years of age and under 10.

10 years of age and under 15.

15 years of age and under 18.

18 years of age and under 21.

21 years of age and under 25.

25 years of age and under 30, etc., to 80, and then, 81, 82, 83, 84, etc.

By subtracting the number of people four years and under from the total under twenty-one it was possible to tell how many were five years old and under twenty-one. But an approximate estimate only could be



arrived at as to the number over six and under any other age.

The single addition of columns showing the number of children of five years and six years, and of twenty years would remedy this defect in the census tables as regards the most important use to be made of them by school superintendents in nearly all of the States.

To make this addition and at the same time to avoid increase of the size of the tables could be effected by the omission of the columns of aggregates—the aggregates being easily obtained for the total “under two,” for example, by adding those under one and those of one year together; the total under three by adding the figures for “under one year,” “one year” and “two years” together. What we need is data rather than conveniently elaborated results.

If we could have the tables so full as to give us the number at each age from one to twenty-one, the service in the cause of education would be still greater and the service to general social science would be very great.

On the part of school education we could ascertain just what ratio of the entire population were enrolled in school at the several ages, at seven years, at ten years, at fourteen years for example, and it would be of great service in determining questions of the direction of our missionary labors. Should we endeavor to increase our proportion of school attendance at the earlier ages of six or seven—say by the device of the kindergarten—or should we give more attention to the attractiveness of our grammar and high schools so as to do better by pupils of fourteen years of age, etc.

In general social science a great field of study would open at once. If you cut down a tree in the forest and study carefully the rings of annual growth in its wood you shall see recorded there the climate and season of each year as it affected the growth of that tree—the degree of moisture and dryness, cold and heat, etc. This could not be done if you neglected to study the single rings of annual growth but lumped the results into periods of five years. Each aggregate equalizes and cancels individual differences—just so the social aggregates equalize and cancel the idiosyncracies of the individual human being.

So in regard to the first twenty years of human life, if we could see the statistics of ages at each year we could study the results of perturbing causes in the past. We could see what effect on life the war of a particular year had made—the effect of immigration and emigration; the effect of hard

times; various kinds of pestilence, etc., etc.?

I hesitate to ask so much as the tabulation for each locality of the aggregate population at each year of life until twenty years, and yet one would be willing to forego all the advantages of the convenience in having aggregate sums of data already given in the report. One would gladly do the labor of summing separate items for himself if he could have access to more separate data.

In conclusion I would say that while this want of data as to population in the era of growth is noted in this paper; yet no reflection is intended upon the Directory of the United States Census. Quite the contrary. One needs only to look carefully at the three volumes of the Census as prepared by the Superintendent of Census, Gen. Francis A. Walker, to see evidence of great reforms and improvements that have been introduced into the published tables by the wise insight of the present management.

The schedule for 1860 did not give even the very data for which the nation primarily requires a census—it gave neither the voting population—males twenty-one and upwards—nor the military population of eighteen to forty-five. It gave the arbitrary groupings of 5—10—15—20, etc.

Under Gen. Walker's Census we get the very details that we need as to ages through infancy up to four years; then we get the special ages of eighteen and twenty-one, which fix the military and franchise epochs.

A birds-eye-view of the results of the Census for 1870 shows us the following important items classified under the three heads national purposes, social purposes, and school purposes, (the school, however, being a part of society, a subdivision given separate for our own purposes):

I. National purposes.—The items of race, nativity, military age, voting age.

II. Social purposes (not education directly).—Pauperism and crime, areas, public dwellings, sex and ages by nationalities; occupations, with age, sex and nationality; deaths, with age, sex, and nationality; diseases, with locality, age, sex, etc. Unfortunates: Blind, deaf and dumb, insane, idiotic, with age, sex and nationality; months of birth; wealth and public indebtedness. Crops, machinery, manufactures and productions of each industry.

III. Schools and educative influences.—Illiteracy, schools and teachers, pupils, libraries, newspapers and periodicals, churches. School age (5—18.)

The superintendents of this country I trust do not need to be told

what a treasure house the census of 1870 is for the study of the social results of education, and of the great debt which the educators and the laborers in social amelioration owe to the enlightened insight of Superintendent Walker of the Census Bureau.

It is hoped that the suggestion of additional data in regard to the ages of population between four and twenty may not be taken amiss, and that a practical way may be found to give us the items specially needed in that direction.

The tables of the census give:

I. Aggregates by States and Territories.

II. By counties.

III. By civil divisions less than by counties.

While this gives results in convenient form, yet we could spare the summaries of table I. by aggregates if we could have tables II. and III. with more data.

The consideration of these suggestions I respectfully submit for your attention and in case of approval for reference to the Bureau of Education as a basis of conference with the Bureau of Census.

#### PRESS ASSOCIATION.

OFFICE OF PRES. MO. PRESS ASSOCIATION, Carrollton, Mo., April 20, 1880.

IN accordance with previous announcement, the Missouri Press Association will convene at Sedalia, Mo., on Tuesday, May 11, 1880, at 10 o'clock A. M.

We are assured that the citizens of Sedalia will spare no trouble or expense to make the visit of the Association to their beautiful city both pleasant and profitable.

Any information as to transportation to and from the convention can be obtained from J. West Goodwin, Sedalia, Mo., Corresponding Secretary of the Association, who will issue a circular shortly to the editors of the State, notifying them of the arrangements to be made for the meeting.

A cordial invitation is extended to all bona fide editors, as publishers of papers in the State, and their wives, to be present, and become members of the Association, if they are not already connected therewith.

In the hope that the convention will be both pleasant and profitable to all who may participate therein, the Executive Committee offer the following programme:

#### PROGRAMME.

Prayer—Rev. A. J. VanWagner.

Welcoming Address—Dr. E. C. Evans, Mayor of Sedalia.

Response by President of Convention.

Miscellaneous business and reception of new members.

#### AFTERNOON.

Address by Capt. Henry King, President Kansas Press Association.

Poem by Mrs. Jennie M. Hicks.

Address by Col. J. T. Childs, Richmond *Conservator*—“The Poetry of Journalism.”

Business.

At night the Association will be at the disposal of the citizens of Sedalia, and will be happy to meet all their friends in a social reunion.

#### WEDNESDAY.

Address by Thos. E. Garrett, of the St. Louis *Republican*.

Poem by B. F. Russell, of the Steelville *Mirror*.

Business.

#### AFTERNOON.

Essay by W. M. Maynard, of the Moberly *Headlight*.

Address on Spelling Reform, by J. B. Merwin, Editor AMERICAN JOURNAL OF EDUCATION, St. Louis.

Concluding business.

The exercises will be interspersed with popular songs by the “Press Owl Club,” and the Sedalia Silver Cornet Band.

Owing to the fact that the political campaign will open early, and that most of the religious anniversaries and meetings of the Grand Lodges of secret societies occur in May, it has been thought expedient to make no arrangement for an excursion this year, and it is hoped that a sufficiently interesting programme is here offered to secure the attendance of every editor in the State.

Jos. H. TURNER,  
Pres. Mo. Press Ass'n.

MR. H. C. TOWNSEND, Gen. Passenger Agent of the WABASH, ST. LOUIS AND PACIFIC RAILWAY, concludes that a very large number of teachers and other subscribers to this JOURNAL are studying geography to some practical purpose.

He says they send constantly, in large numbers, for the “Tourists' Guide,” mentioned in last issue. We are glad to know these facts. The “Guide” is beautifully illustrated, and gives in a condensed form a large amount of interesting information about the resorts for health and pleasure in Colorado, Minnesota, Northern Michigan and the sea-side. A large edition has been published and will be sent free to all.

Write to H. C. Townsend, General Passenger Agent Wabash, St. Louis and Pacific Railway, or to E. H. Coffin, Esq., ticket agent at Grand Union ticket office, 120 North Fourth street, St. Louis, and get a copy.

Gov. HARTRANFT of Pennsylvania, calls attention to the scarcity of skilled labor in that State, and recommends schools where boys can be instructed in trades, and urges compulsory education.

## TENNESSEE American Journal of Education.

W. F. SHROPSHIRE, ..... Editor and Publisher.  
RIVES, OBION COUNTY, TENN.

**IN** future, all communications for the **TENNESSEE AMERICAN JOURNAL OF EDUCATION**, and all subscriptions must be sent to the Tennessee Editor, at Rives, Tenn. Parties failing to receive their paper promptly, will please notify us, and the matter will be attended to at once.

### THE CENTENNIAL CELEBRATION.

ON April 24th, 1880, the one hundredth anniversary of the foundation of the city of Nashville as an incorporated town was celebrated by the most imposing street pageant ever witnessed in the State. Nashville is overrun with strangers, and store-houses adjacent to hotels were appropriated for the accommodation of guests. The entire local population was in the streets, and the city, for the time being, was wholly given up to the enthusiasm of the occasion. The festivities were ushered in by a salute of 100 guns from Capitol Hill at sunrise. The display of bunting was profuse, and the decoration of stores and residences was universal. The principal thoroughfares were spanned by arches of evergreens, flowers and flags, and emblems illustrating the industrial and intellectual progress of a hundred years were everywhere manifest. Old landmarks about the city, and historic spots, made memorable by encounters with the Indians in early settlement were indicated by placards.

The Centennial procession was one hour passing a given point. The military display was a brilliant one. The turnout of colored orders and military companies was one of the creditable features. The industrial arts were emblematically illustrated everywhere in the procession. A company of soldiers in the old Continental uniform, and veterans of the Florida and Mexican wars, with battle-torn flags, were greeted with cheers all along the line of march.

The procession halted in Capitol Square at noon, where an address was delivered by Gov. Marks, followed by an oration from Hon. John M. Bright, one of the pioneers of Tennessee. The prize Centennial Ode was read, also a sketch of the history of Nashville.

At night the Centennial Industrial Exposition, in the new building constructed for the purpose, was formally opened with appropriate ceremonies, and the display in all departments exceeds by far any exhibition ever before given within the State.

No citizen of Tennessee should fail to visit Nashville during the time of this Exposition.

We had on this occasion great

numbers of people from adjoining States, and we hope tens of thousands of others will visit us.

People outside of Tennessee know but little as yet, comparatively speaking, of the immense and untold resources of our State.

Our agricultural resources, our mineral resources, our forests of timber, all that goes to make a State great and prosperous, so far as material resources are concerned, we have in abundance.

We hope that our

#### EDUCATIONAL INTERESTS

will receive a great impetus from the gathering at the educational convention on May 7th.

In addition to our own men and women, than whom there are none more brilliant or devoted, Wm. T. Harris, LL.D., and J. B. Merwin, managing editor of the **AMERICAN JOURNAL OF EDUCATION**, have both been invited, and both promise to be present on the occasion.

The railroads will give *half fare* to all who may wish to attend, and we hope to see such a crowd of teachers and other educators present as shall make the Convention worthy in all respects, the Centennial occasion which calls us together. S.

#### COMMENDABLE.

THE following we clip from the *N. Y. Evening Post*, and commend it to the attention of our editorial brethren as a sound basis for the conduct of a newspaper.

The *Post* says: "In the selection of news we shall carefully abstain from that which may be in itself offensive or immoral.

We do not believe the crimes and vices of society should be hidden from its own eyes, because publicity is more apt to lead to correction than concealment; but at the same time we do not regard it as productive of good to give to these crimes and vices an undue prominence.

They are the sores of the social state, which ought to be touched simply in order to be exposed, and healed if possible, but are never to be made objects of sensational display, or of prurient interest, or of ludicrous treatment.

He that assumes to be in some sort a

#### PUBLIC INSTRUCTOR

and censor will lose none of his influence if he is also a gentleman. The polite usages that are the charm of private life have an equal value in public intercourse, where the field is broader, and the example more contagious.

Toward our contemporaries, esteemed or not esteemed, we hope to be courteous; and we have too much

respect for the intelligence of our patrons to suppose that they will prize us the less for endeavoring to avoid the vulgar slang of the streets.

A newspaper is, in fact, a companion, while it is in hand, and in its deportment and conversation it should cultivate the arts of refined and agreeable fellowship."

#### JOE'S SUM.

JOE brought his little arithmetic and read aloud the problem, "What will eleven yards of cloth cost at seven dollars a yard?"

But Joe could not see through it to the answer, and it took the best part of half an hour to conquer it.

We commenced in this way: "What does one yard cost?"

He reads off "A dollar."

The next step was to measure a yard on the settee. He saw it. How much would this yard of cloth cost?

He replies, "A dollar," with a tone of certainty firm enough for Wall street. He knew it.

The second step was to measure a second yard, and then ask him, "What will the new yard cost?"

His reply was firm, "Seven dollars more."

Now take the two yards, and his answer was prompt and sure, "Fourteen dollars."

Right. Yet as the object was to teach him the process as well as the answer--so it was recited slowly to him and he repeated again and again until he had the formula in his mind, "If one yard costs seven dollars, two yards will cost two times seven dollars, which is fourteen dollars."

It was slow work, a struggle, but he was willing and eager, with a helping word and a little praise now and then. He fixed it strongly.

Meanwhile, all the scholars near his age, sitting at the desks close by had got into the work, and would have gladly stopped their own work to take part in Joe's struggle; but this would have been a damage both to him and to Joe. So their eager looks and half audible answers were politely checked, and we two worked on.

The third step was easier. Take another yard, Joe. Now what will three yards cost?

He cast his answer very fairly into the proposed form, more readily than before.

It is needless to detail our steps farther, yard by yard, till he marched with the air of a conqueror through the last answer, "If one yard cost seven dollars, eleven yards will cost eleven times seven dollars, which is seventy-seven dollars."

The feeble footsteps had been many, but the conclusion was firm and victorious.

Joe has learned how to think out that sum for himself and how to solve all others like it.

AMONG the educators from abroad who have been invited and accepted the invitation to be present at the Centennial Educational Convention to be held at Nashville, May 7th, W. T. Harris, LL.D., and J. B. Merwin, managing editor of the **AMERICAN JOURNAL OF EDUCATION**, have both promised positively to be present.

Let our teachers throughout the State and the friends of education be present.

The railroads will grant half fare to all who wish to attend. Convention opens May 7th. S.

THE one business which it should be the special concern of the State to maintain in honor, which should be kept free from political or sectarian influences, which should be entered into with zeal and consecrated ability, and never as a make-shift—is education.

The educator, whether of the school or the press, stands at the point of power, and holds the highest office in the social economy.

SOCIETY, in the march of improvement, is as certain to do without the unskilled, the unintelligent, and uneducated, as it is to do without wild plants and animals. Nor will the laws be unjust which forbid those who cannot create their food to subsist on the labor of others.

THERE must be a great deal of repetition in teaching. Ideas should be associated. Use the blackboard freely. It is a perpetual book. There can be no necessity for using a book for the first five or six months of the child's school experience.

WHAT the pupil can do is the true test. Unless we develop mental power we are not teaching.

A country like ours, of vast and varied productive capacities—whose supplies of the absolute necessities of life are so abundant and almost inexhaustible, which is capable of furnishing the raw materials of nearly every art and manufacture carried on under the sun, which is unsurpassed in the activity, the ingenuity and the effectiveness of its labor—can be satisfied with no less a market than the whole civilized world. There is no reason why, under a more liberal policy, it should not command that market. But to sell we must buy; and to buy cheaply we must open our ports to the commodities that are exchanged for our own. For trade, to be active and profitable, must be reciprocal."



## SCHOOL ROOM ADORNMENT.

WE hear much said, in these days, of home adornment, and society papers teem with accounts of the formation of "Decorative Societies," "Home Art Leagues," etc., but I wish to lift my voice for the adornment of the school room. The greater part of the child's waking hours is spent in the school room, and it is as much the teacher's duty to make his or her "sanctum" pleasant and attractive to the pupil, as it is to teach the young idea how to "read, write, and cipher." A cheerful room in which to study has its due effect on the student's mind, as any one who tries the experiment soon perceives.

Bring some plants to brighten your windows; a few pictures or mottoes to take the bareness from your walls, which are usually of a staring whiteness, as trying to the eye as they are unattractive. If you are a "hand" for drawing, put some pretty sketches here and there on your blackboard, or encourage those of your pupils who have a talent in that direction, to use some of their recess time to place simple sketches on the board.

Even the bleak and cheerless country school house can be made attractive and pleasant if the teacher exercises a little taste and labor.

It is a labor of love, too, for the child's heart naturally inclines toward a teacher who shows an interest in flowers or pictures. The rudest, roughest boy cannot be insensible to their charms, and his heart and head may be reached by the teacher in a chat over a budding geranium, or a pretty chromo, when weeks of threatenings and punishments would have no effect.

Do not think that such introductions into the school room will take the scholars' attention from their books. For a little while, the oddity of the thing may cause a ripple of excited admiration, but not for long.

The writer well remembers the pleasantest days of her school life, spent in a large city school house, where one of the teachers won the esteem and affection of her pupils by such means as these.

Her classes were always high in deportment, scholarship and punctuality, and each scholar passing from her room to a higher, felt sorrow at leaving so kind a preceptress.

We strove to repay her friendly interest in us, and please her by good lessons, and by never remaining at home when it could possibly be avoided.

Try it, you who have never done so; give a little time to the beautifying and adorning of your school rooms; you will never regret it.

Watch the brightening eye, and the appreciative smile of your pupils after some effort of this kind, and you will be repaid by it.

Exercise your native taste and ability, and your scholars will soon prove their possession of hearts as well as brains.

FLORENCE BONHAM.

Peoria, Ill.

## A FEW BARS MORE MUSIC.

BY ANNA C. BRACKETT.

IT is said that one of the early productions of Mr. Sullivan, the composer, was the music of an elaborate ballet, "The Enchanted Isle," produced at the Covent Garden in 1864. At one rehearsal an old carpenter came to him, saying, "Mr. Sullivan, sir, that iron and sledge which Mlle. Salvioni crosses the stage with doesn't work very easy. We want more time. Will you give us a few bars more music, sir? Give us something for the villincelliers."

We can imagine the effect produced on the mind of a musical composer by this request, which was evidently made in good faith by the old stage carpenter, to whom, probably, everything that went on in the theater was intended to show off his own mechanism, and if Mr. Sullivan was able to overcome the indignation of the artist at the proposition, he must have appreciated the kind forethought which selected for him the very instruments to which the extra music was to be given. That the music should not cease till Mlle. Salvioni had reached the opposite side of the stage was to the machinist the one necessity of the evening, and if he had been told that in the musician's mind all the stage action was only a very small thing compared with the music, which had certain necessities of its own, he would probably have found himself unable to grasp a thought so entirely at variance with his preconceived ideas.

What are a few bars more music to a composer? Why should not the villincelliers be prominently put forward and made to fill in the time if the "iron and sledge" move with difficulty? Why not, indeed?

We smile in reading, as the incongruity of the two sets of ideas forces itself upon us. But after all, is this the only case where the same request has been made, and do the public in general smile with the artist or stand by the stage carpenter? Is it not the ever-recurring question between show and reality, sham and honesty, money and art?

Theodore Thomas resigns his place at Cincinnati because he is an artist. He wanted a "plain school without fuss or show, with no parade in the

management of the institution, but a great and a good school." With the question of expediency, he, as an artist, had nothing to do. He stands as the extreme type of the artist. Not one bar more music would he give to his completed score though the "iron and sledge" should stick fast in the middle of the stage, and Mlle. Salvioni never get across. Art is art and music is music. In real art there are no degrees, and no equivocation for the sake of money or fame, or to satisfy a temporary popular demand will he ever allow.

We are not concerned now with the question of expediency but with the question of art, and in this position Mr. Thomas is undoubtedly right and is a worthy artist.

Millais, the French painter, says to the rich and vulgar Englishman who came to have him paint his portrait, and wanted to bind him down to a certain number of days for its completion or a forfeiture of five pounds for every day's delay, "You can leave my house, I would not paint your portrait for ten thousand pounds." And we say he was right.

No one can be an artist to whom his art is not its own law and no art will ever be acknowledged such by the public till this lesson has been taught by such men.

When Thomas gives up his place, salary, house and comfort for the sake of his ideal of what a musical college should be—when Millais flings metaphorically ten thousand pounds into the face of the enraged Englishman, the world says, "But what is this? There must be something these men are working for. What is this thing, to which money and position are of no importance? This Art must be a greater thing than we know, and an artist must have our respect though we confess we do not understand him."

Now for my application. Teaching is a fine art. Only those of us who hold the doctrine are true artists or will ever make any enduring mark on our pupils or command respect for our work. But the test of the true artist is the showing that to him the necessity contained in his art is above all other necessities and to that he must be true if he fail every where else.

But how many of us do not give the "few bars more music" to please the public when the iron and sledge don't move very easy? How about public examinations and exhibitions and percentages and statistics? How about drilling pupils on, to them, perfectly useless things in order to make a show? How about training them to read Poe's "Raven," or Wolsey's "Speech to Cromwell" before a won-

der-struck audience, when we know perfectly well that they can't read at sight any page of common English without blundering so that it is no pleasure to hear them? How about handing round their writing books as proof that they are fine and correct writers, when they can't write a letter of a page that is not full of errors? How about the essays they read at the exhibitions which are supposed to contain their own thoughts expressed in their own English? How about the time spent in preparation for show which ought to be spent in honest work?

Oh fellow teachers, if we as a profession are a butt for every one's joke—if we do not find ourselves recognized as a profession, if to be a school teacher in the eyes of the physician is to be a person ignorant of the simplest facts of physiology, whose fault is it?

Do we ourselves treat our work as an art? Do we hold ourselves firmly opposed to all sham of whatever sort, wherever the pressure may come from, and every day and all day lend our efforts to only what is best for the full and healthy mental, physical and moral good of the pupil? or do we yield to the demand for "a few more bars of music, sir," and prove to the public or the committee who ask it, that we are merely subservient tools, and that no more to us than to them is there such a thing as an Art of Teaching?

If we want others to respect our work we must respect it ourselves. It is of no use for us to cry "Teaching is an art," when our every act shows that it is to us no art and that we will do whatever is required of us in order to retain our places.

If we do not hold the place we ought to hold as a profession it is our own fault—the fault of our time-serving, and the "few more bars of music" which we complacently order for the sake of the show.

Honesty pure and simple, not because it is the best policy, but because our art demands it; fidelity to the principles of that art; a flinging away of all shams—a refusal to do any work which is for show—these we must have as a profession and then we shall not need to command respect for we shall find ourselves surrounded by it.

Our schools should give every pupil a sufficient knowledge of himself, his body, mind and spirit, to enable him to maintain these in a healthful condition—to enable him to keep the divine command "Thou shalt not kill," and with this, such a sense of social and civil obligation as shall make the command "Thou shalt not steal" audible and imperative in the walks of private and public duty.

## TEXAS.

HON. O. N. HOLLINGSWORTH, Secretary Board of Education in Texas, on his return from a visit to New York and Boston met a few of the leading citizens of St. Louis and gave some interesting and valuable data in regard to the present condition of affairs in that State.

Col. Hollingsworth after giving a brief history of the admission of the State into the Union said: "Each

## ORGANIZED COUNTY

in the State—160 in number—holds in fee simple school lands equal in territory to one-fiftieth part of the territory of Rhode Island.

Our University land equal the territory of Delaware, while our common school lands, held in trust by the State for the common school interest of the whole State, comprises a territory larger by 6,000,000 of acres than all the New England States combined, and the aggregation of all our school and asylum lands embraces an area larger than one-third of the German empire.

## TEACHERS.

Teachers are classified into three grades, first, second and third, with a corresponding salary of \$60, \$40, and \$25 per month. For a first grade certificate they are required to sustain a satisfactory examination in the ordinary English branches, including algebra, geometry and natural philosophy. For a second grade certificate the examination is the same as for the first, omitting algebra, geometry and natural philosophy. For a third grade certificate all that is demanded is satisfactory evidence of a capacity to teach orthography, reading, writing, arithmetic and geography.

## SCHOOL AGE.

Our lawful school age includes all children between the ages of eight and fourteen years. Teachers are authorized to charge private rates of tuition for pupils over or under the scholastic age, and thereby increase their salaries as fixed by law to \$40, \$60 and \$75 per month.

Neither time nor occasion will permit an argument in justification of this reduction of the scholastic age. During this period any child of ordinary capacity can learn to read and write the English language with a fair degree of accuracy, and also acquire a sufficient knowledge of the principles of arithmetic to meet the demands of ordinary business life.

This much, if no more, it is the first and most sacred duty of the State to provide as the best means for the promotion of the State's best interest. Having done this, all are alike qualified for the great battle of life, and the honors, the fortunes, the crowns of victory will be for those who have

the ambition to inscribe upon their banners, 'Excelsior,' and the energy to fight their way to success under any and all circumstances, and to this class our private high schools, our denominational colleges, and our State Agricultural and Mechanical College, will afford every facility, and in the future superior advantages will be offered in our State universities.

## THE PUBLIC SCHOOL QUESTION.

BY H. H. MORGAN.

To all such complaints as these there is no answer but the exposure of their groundlessness. Let it be asserted that our schools furnish the same course of study as is followed in good schools directed by personal taste and the same course of study as has been found essential to success in any direction. Reading, writing, geography, history of the United States and arithmetic make up the district school course to-day, and these studies find a place in any curriculum except in that of finishing schools. The drawing, music, and juvenile lessons in natural science neither take much time nor are sufficient to affect the statement that our schools are not and have never been engaged in substituting the 'ologies for the rudiments.

But to relate the work actually pursued (and not the purely imaginary work which some of our opponents are pleased to assign to the public schools) to the aim of education. It is manifest that while one uses directly his ability to read, write, count and perform the simplest operations in addition, subtraction, multiplication and division, that he does not directly use the special work with which his school education is occupied. If then one is to have nothing but what he can turn to immediate account his education may well cease at an early period. But for a successful pursuit of any trade one needs a head to direct his hands. This is recognized even by those who declaim against school education, but they do not seem to see that by an education which "develops those natural faculties of pupils which underlie all special occupations" we take the shortest route even to the goal which they would attain. The intelligent and active mind is absolutely essential to lay out work for the skillful hand, and such a mind cannot be reached by physical training. Even with the acceptance of the assertion that the mass must remain a mass, that the public schools have the training of this mass and only of this mass, and that the object of this training is to fit their pupils for

manual labor—even granting this premise, which we deny—the most prominent educators who proceed upon this theory still recognize the fact that our course of study is essential and best adapted to this purpose.

But the public schools are not confined to those who will, or must, or should be manual laborers; it is because they are public schools and not schools for a given class that they are an interest to the community, and hence we are constantly driven from the position that all classes ought to provide schools for any one class to the only sound position, that as the community is in every way interested in its own welfare it must provide schools to meet the needs of those who form that community, and that the limit to the curriculum is such instruction as can be enjoyed without reference to the special wants of special classes.

It is at this point that we have to consider two classes of objections. One of these may be represented by what is known as the Quincy experiment.

Because Mr. Adams finds that at the end of a grammar school course (as well as at the end of any other course no farther extended) the pupil cannot read everything at sight, he assumes reading at sight as the proper end of education and replaces the experience of the past by his own "views."

He furthermore passes over the fact that for him to read anything at sight there was required a training continued far beyond his elementary school life, and that to-day in spite of his life as a student he could be furnished with books upon law, or theology, or chemistry, or paleontology, or printing, or housekeeping or cookery or something else which he himself could not "read intelligently at sight."

Mr. Adams ignores the fact that men and women as intelligent as those around us can easily be taken into directions in English which they will find it impossible "to read intelligently at sight," that many an intelligent man can "read intelligently at sight" nothing beyond his newspaper and his business correspondence.

But the fundamental inquiry is, Would the ability to read intelligently at sight the market quotations, the accounts of murders and thefts, the political gossip, be of the same advantage to the child as his present course of study, and this without the slightest reference to the occupation upon which he is to enter? Are the studies in the public schools or in any good schools selected with reference to acquaintance with the perishable

interests of the day, or with reference to the mental training of the child?

What is the most profitable use to make of a child's time; to teach him to use his mental powers and to use for that purpose the best thoughts of the older Adames together with those who have thought most wisely and acted most nobly, or to use the daily products of the press?

Would any of us exchange the training of our school days and the meagre accumulation of facts which we then made for a readiness in "reading intelligently at sight" the daily paper or the monthly magazine, coupled with the most entire ignorance in other directions?

Can any one "read intelligently at sight" without being trained to comprehend what he reads? Can a child who reads print at sight be expected with no other training to read intelligently any article or book requiring a trained mind for its apprehension?

If Mr. Adams succeeds in showing that by his modification of "the Oswego method," he can produce better results, then indeed we shall welcome the new gospel of education and make a change in our methods. But if Mr. Adams should only find that pupils can gain in fluency by the neglect of all other school virtues, he will have to return to the methods of his ancestors, for the unfortunate children will find that readiness in "reading at sight" or the most extraordinary accumulation of desirable knowledge will prove an insufficient outfit when their possessor comes into conflict with those who have fared less sumptuously but who have digested what they learned.

It is one thing to say that our public schools are not perfect, and quite another to say that they are not as perfect as they should be under the circumstances.

It should occasion no great surprise that the position occupied by the public schools should be insufficient to give pupils that degree of finish which commonly is not attained even by a supplementary college course. It is not wonderful that the public schools should carry pupils no further than the age of the pupils will allow. If a pupil upon leaving the public schools has all the training that can be received by one of his age and with similar opportunities, perhaps it would be fair to say that no more can be demanded.

But the principle assumed by Mr. Adams and many other reformers as well as by many opponents of public education, can as easily be applied to the results attainable by their plans.



## SCHOOL MUSEUMS.

## How to Get Them up, and How to Collect Objects of Natural History.

BY ED. A. KILIAN.

Editors American Journal of Education:

WHAT, a school museum!" I hear someone exclaim. "What a new fangled idea is this again. Are these teachers crazy? Are we not already taxed enough for these public schools? I would like to know where this is going to stop? Who in the world did ever hear of such a thing as 'a school museum?'"

"Not so fast, my friend. That school museum shall not cost you a cent more in taxes. All that is asked of you is a little good will in helping to get it up, a little public spirit. When you are at work on your farm or in the woods, or when you take a walk outside of your town, and you find a stone, a plant, an insect, pick it up and turn it over to your teacher. Encourage your children to search for such things and collect them.

By the by, you will find that those collections will repay your trouble. Your children will learn to observe things more closely; you too will learn something whenever you visit the school (as all parents should do), and examine the little collection thus accumulated, you will see its practical use and value.

The school laws of most of our Western States enumerate among the branches to be taught in their public schools: Physiology, zoology, botany, geology and natural philosophy. It is obvious that these branches are just as essential and important as "the three R's," in this age of steam and electricity; which has made in every direction such a vast progress, and hence makes greater demands on our public schools. These demands are such that they cannot be ignored any longer.

A consideration of the advantages derived from these studies is not within the scope of this article; but, in pursuance of a request from the editors of this journal, I shall give some simple directions how to collect and preserve specimens of natural history for a school museum.

It seems singular indeed, that not more teachers in public schools have the idea, that they as well as their colleagues in higher institutions may also have a museum of natural history for their schools. Might we not find in each public school a collection of various kinds of wood, tree-barks, seeds, seed-pods, fruits that can be preserved dry, interesting pieces of stone-coal, broken up pebbles, lime, (burned and unburned), pieces of iron (bent, broken and twisted to show the construction) joints from the neck

of domestic birds, or the vertebra of a pig, sheep, etc., skulls and skeletons of small animals, fishes and reptiles, shells of snails and river slugs, and similar things which can be obtained without any cost, with only a little good will.

Ferns are not to be found in every locality, but it would be easy to obtain some and preserve them in the school museum.

Farther should it be so difficult to obtain a good picture of a lion, a camel, a palm or any other foreign product of nature. Foreign products are not so difficult to obtain, at least not those which come into consideration in the public school. We may only think of the various spices. Every grocer is willing to let you have a few coffee-pods in which both beans are yet united, whenever he finds some in his coffee.

With a good will on the part of the teacher much can be done, and if the pupil sees a diligent use of the school museum, and the instruction made interesting thereby, then the interest of the pupil will soon show itself by an eager collection of specimens. The teacher soon will have a plentiful supply for the museum, so that he can select that which is worth preserving, replace what has been spoiled by new objects, less characteristic by better ones.

Thus the pupils will learn to see and to observe they will see in open nature things which the school does not tell them, they will ask for information, and if to this is added, animated by the teacher, a meaning and comparison of the objects found, then the practical demands of life are materially furthered.

An occupation with nature as indicated will also help to develop some manual skill and dexterity, which will be a benefit to the scholar in after life, especially to the mechanic and farmer.

This may suffice as to the practical advantages derived from a school collection, and I shall give an outline of

## HOW TO MAKE A COLLECTION.

Above I have already indicated the scope of such a collection. In the first place

## A SCRAP BOOK

may be obtained in which to preserve pictures of foreign animals, plants and noted scenery. This collection may consist of lithographs, wood cuts clipped from illustrated newspapers, and photographs neatly pasted to the leaves. The scrap book may be either bought cheaply, or made of light Manilla paper.

In connection with this I may mention that stereoscopes and stereoscopic views may be cheaply bought. Geographical instructions may be enlivened and made interesting by views

of noted places, and interesting scenes.

OBJECTS OF NATURAL HISTORY can be obtained nearly without any expense. Perhaps the only expense which may be incurred, but not necessarily, are a few simple instruments for collection, which can be mostly home-made, and for a little alcohol. For collecting

## GEOLOGICAL SPECIMENS,

all that is needed is a riveting hammer and cold chisel, or a small stone-hammer with a cutting edge, such as stone-masons use, which can be obtained anywhere. A cold chisel is easily made from an old heavy flat file, which any blacksmith can sharpen and temper. Excavations, quarries and mines should be examined for rocks, earths and fossils. Ask the workmen to look for such things as are desirable, and which look queer to them. A kind word to the workmen will do wonders in assisting the collector.

For pebbles and fossils search also the banks of streams; very interesting specimens are found here. In cutting fossils from rocks care must be taken not to injure them. Rocks should be cut as much possible in square pieces of about six inches, and three to four inches thick. A little practice will soon help.

## THE BOTANICAL COLLECTION

may contain the plants of the neighborhood, at least the rarer smaller plants, especially those poisonous, specimens of wood and bark, leaves, blossoms and fruits of trees, of the latter those which can be preserved in a dry state, lichens, mosses, ferns, etc. Smaller plants are to be taken up with the roots, and if possible, with flowers and seeds. Of larger ones branches with some leaves near the roots will suffice. The specimens should be placed between soft unsized paper; the poorest printing paper or grocer's tea-paper is excellent.

They should be dried as rapidly as possible, between as much paper as will absorb their moisture, then laid under a board weighted by some heavy bodies, as stones; the pressure should be so as not to crush the delicate part.

To prevent moulding the paper should be changed after. After drying place the plants in a herbarium, fasten the specimen by means of small gummed paper slips to the sheet, and write in the lower right hand corner, or on a label pasted to the sheet, the generic and specific, and common English name, locality, where found, date of collections and color of flower, with other remarks. If the name of the plant is unknown mark it by a number or some other sign till the name can be ascertained,

then place it in stiff covers which are to contain all the plants of the genus.

Leaves of trees are to be preserved in the same manner.

Dry fruits may be kept in small tin or paste-board boxes and trays.

Specimens of wood may be cut in blocks of about four by four inches and six inches high, the bark to be left on, and one side smoothed with a plane, the other sides left as they are split out. All the implements necessary for collecting plants is a strong knife to take up plants and to cut away woody branches. Lichens do not need any preparation.

PEOPLE who have been so fortunate as to visit Columbia in June, who know the people, and with what prodigal hand they dispense the hospitality of their elegant homes, will, we are sure, avail themselves of the opportunity offered by the meeting of the State Teachers' Association to attend this gathering of the educators of the State. Miss Grace C. Bibb is the local secretary who will cheerfully and promptly give all the information desired.

J. B. MERWIN, editor AMERICAN JOURNAL OF EDUCATION, has accepted an invitation to deliver the annual address at the Commencement exercises of the Cape Girardeau Normal School on the evening of June 1st.

## THE STATE ASSOCIATION.

THE next annual meeting of the Missouri State Teachers' Association will be held at the State University, Columbia, beginning its session of three days on the 22d of June. President Morrison of Drury College, Springfield, is President of the Association, and Miss Grace C. Bibb, Professor of Pedagogics in the University, is the acting Secretary. President Morrison is now engaged in making up the programme, which promises to be of much interest. Among the addresses of the occasion will be one by Wm. T. Harris, LL. D., on "The Press as an Educator."

As the session of the State Association is the most important meeting of educators held in the State, and as it is probable that the railroads will offer reduced rates, there is every reason to anticipate a large attendance, especially as the meeting is to be held in Columbia, the charming hospitality of whose people is so well and so widely known.

TEXAS holds her educational convention at Mexia, the first week in July, instead of the second, as announced in our last issue, for the very good reason that so large a number of the teachers and educators of that State desire to attend the National Educational Association to be held at Chautauqua, N. Y., July 13.

We hope to see a large delegation present from Texas, Arkansas, Louisiana, Mississippi and Tennessee.

Our Missouri teachers are making extensive preparations to go.

HORSEFORD'S ACID PHOSPHATE gives speedy benefit for night sweats of consumption. It strengthens the nerves and muscles, and promotes recovery.

## THE BOY BURGLARS.

THE gang of four boy burglars is to be tried to-morrow—all of them under twenty years of age—all concerned in six or seven burglaries during a few weeks—all armed with seven-shooters, it is said, and those heavily loaded.

The method was to push back the catch of the sash-fastener by a thin knife blade; then creep in through the basement window, and ransack the ground floor only, pick out, pack up and carry or wear away articles of silver, or silver plate, or clothing, or jewelry, or musical instruments—all such as would bring money at once in the pawn-shops or the second-hand stores.

The band was caught in the act of prying open the back shutters of a house by a police captain.

Just such things are happening in all our cities and large towns, throughout the Union.

"An ounce of prevention is worth a pound of cure," especially in the maladies of society.

These four lads were lately mere boys, in fact are not much more than boys now, and could probably have been saved from crime, some or all of them, had proper means been used in time.

As a journal of education, speaking to countless readers in many States, it is our duty to sound the alarm, and to put all parents, trustees and teachers on guard for the moral culture of the young.

Education of the mind is of course the great object of all our schools and colleges, but it should be inspired and re-enforced and elevated by the constant development of the scholar's moral nature in all virtuous habits and still more in moral principles.

Science and conscience should be taught in harmony. Knowledge is good, but knowledge with active goodness is much better.

Legislation cannot do much to make the teacher feel his personal responsibility unless it is a solemn personal matter of duty between the teacher and his Creator. Law comes in with all its mighty machinery too late—only to arrest, to commit, to punish. Law is for the lawless. Law is a poor reformer.

Our duty is to prevent, and save. We cannot watch too carefully the welfare of the young, the books and papers they read, the companions and associates they like to be with, the habits of body and soul they are forming. We can not do too much in supplying them with the best means to secure their welfare and happiness in the ways of wisdom, while we debar and repel from them

all possible means of harm, and shame and sin.

The folly of neglect and of carelessness is well exposed in the old maxim, "When the steed is stolen lock the stable door."

Even if the boy culprits can be transformed, as is seldom done, into good citizens, yet it is at a fearful cost of character, and involves life-long evils to them.

But if not reformed and redeemed from criminal habits and associates, the pound of cure, the life-long burden, expense and ruin must be paid, and yet all in vain except some protection to the community against their ravages.

Sound the alarm freely, in time. Save the young, or we endanger all the great interests of society—not merely wealth, but industry and honor, integrity and intelligence, institutions and civil order.

L. W. HART.

## AN EDUCATIONAL QUALIFICATION.

Editors Journal:

THE subject of an educational qualification has challenged the attention and consideration of many of our most cultured and philosophical minds throughout the country.

That eminent theologian and lecturer, Rev. Joseph Cook, has alluded to it in at least three of his "preludes."

He did not present any specific plan for accomplishing this object. In his latest advocacy of the doctrine he suggested that its operations should begin with generations yet unborn; that it should take effect on all born after the year 1900. We fail to see the wisdom of such a postponement.

A learned judge of our U. S. Courts thinks such a measure desirable—but does not think that Congress could be got to propose any amendment of the kind requiring an educational qualification.

A learned University Chancellor at the East, thinks the amendment I drew up as a starting point for discussion and investigation—has very weak points—but did not point them out or suggest any improvement. He thought it proper that a lawyer should be employed to write out such an amendment.

A journal in Kentucky in an editorial says the amendment is intended as a stimulus to men to learn to read at least, since without this qualification (if adopted) they could not exercise that dearest of all rights to Americans.

He then says, "How about the women?" We did not intend to discuss the question of female suffrage, but say unhesitatingly that the ballot

of an educated and refined woman is very far preferable to that of an ignorant and degraded specimen of the other sex.

It is education versus ignorance. He objects that the proposed amendment would disfranchise, after 1885, very many who cannot read.

Let it be so. Is the adult voter incapable, even if now unlettered, of acquiring in the ensuing five years the ability to read, as well as the boy of sixteen? If he has not brain force sufficient and industry to learn in five years he ought for the general good of society to be deprived of this power of wielding the ballot. We must guard against the dangers resulting from indolence and ignorance. In reference to this editor's last suggestion that the State provide the facilities for education we cordially agree.

But when the opportunity for learning to read is neglected or refused; if any of our population remain in wilful ignorance, do not let them have this power of voting.

Respectfully, S. S.

## YES AND NO.

TRUTH is the yes, the solid substance, the fact or reality. To tell the truth is the simplest matter in some things, but the most difficult matter in many others, for the greater the topic, as of a battle, and more so as of a whole campaign, and most of all, as of an entire war, so much the more difficult is it to tell only the facts in right words.

To tell almost anything except the simplest, requires the use of yes and no; the positive statement and the negative limitations.

The minds which are sufficiently enriched and disciplined and matured to form unaided the complement of just limitations that should environ the truth as stated positively, are quite rare.

Such an elimination as we now outline may be instanced familiarly to the experience of all algebraists; rejecting and ousting one term after another; approaching by sure steps and stages the solution or truth that explains the whole problem.

So in the presentation of truth as well as in its discovery.

The little folks, and the untrained adults, need this two-fold process constantly and skilfully employed—for two reasons: first, to exclude error as far as possible, and, second, to ensure the actual understanding of the truth.

The great teachers of the race have habitually united these methods.

Here are three instances of errors disguised as facts:

1. Palestine for Palatene.

Prof. L. had been lecturing on Roman history, and named the Palatene Hill. A young lady taking notes, wrote it Palestine Hill.

Either she knew what Palestine was and where it was, or she did not: if she did, she may have imagined this hill in Rome was named in honor of the Holy Land; but, if it is supposable that she did not know, she was but a babe in knowledge, and being fed with strong meat instead of milk. It may so happen that she will never know her mistake, and, if talkative, will exhibit her ignorance complacently by talking of Palestine Hill all her days.

2. Another: Nazarite for Nazarene.

This mistake was made by a lady in delivering a temperance address to an audience of mechanics and clerks and their families. She fervently exhorted her hearers to follow the example and to cherish the spirit of the "meek and lowly Nazarite." It may be said, however, that the audience would be just as wise with that word as with the other, and it may be too true.

3. One more: Mulligans for Mongolians.

A school boy, stating the varieties of the human race, specified Caucasians, Negroes, Malays, Mulligans, etc.—an error easily corrected with a word of kindly distinction between the apparently similar terms.

The careful teacher will do well to remember and employ the yes and no in every case where he detects or surmises the necessity. He will honor the desire to employ a dignified, sonorous or learned word, as luxurious for luxuriant, precipitous for precipitate, but take great pains to fix the difference in the pupil's memory by enlightening his understanding.

## SUMMER SCHOOL OF BIOLOGY.

MESSRS. E. M. SHEPARD, of Drury College, Springfield, and C. H. Ford, of the State Normal School at Kirksville, have projected a Summer School of Biology, to be held at Springfield the coming Summer, beginning July 1st, and lasting six weeks.

This is the first school of the kind west of the Mississippi, and will be conducted upon the general plan pursued in the best Summer schools of the country.

The time will be devoted mainly to zoology and botany in connection with which special attention will be given to methods of teaching elementary science, as the course is designed especially for teachers.

The college authorities have granted the use of the college buildings, library, collection and apparatus, and in addition to the natural facilities for study, alcoholic marine specimens will be furnished.



Instruction will be given in microscopy by Dr. T. U. Flammer, and in addition to the two lectures a day considerable time will be devoted to laboratory work.

To insure thorough work the number of students has been limited to sixteen, and as the fee charged is but \$5.00, it will be evident that money making is not the object of the projectors.

These gentlemen were students of the late Prof. Tenney, at Williams College, are fully competent for the work they have undertaken, and we hope will succeed in accomplishing the results at which they are aiming.

We earnestly recommend any of our teachers who desire to know something of natural science, to write at once to either of these gentlemen as above.

#### AN OLD TEACHER TALKS.

IT is a query of long standing in my mind why the people in the rural districts do not have better accommodations for the children attending school both in school buildings and in furniture, but I suppose it is partly because "what is every one's business is no one's business," and partly because the directors in a large number of districts are unwilling to step up a grade higher in the grand march of intelligence that is making the earth tremble with its impressive tread; fearing that they may incur the displeasure of some penurious-minded but yet influential neighbor by making any addition to the comfort of the school or the convenience of the teacher.

Strange! isn't it, that in this iron age, this supremely glorious era of the nation's history, when men who ride, as it were, on the wings of the wind, annihilating distance as if by magic, transmitting thought by the means of chained lightning, enjoying all the luxury of elegant upholstered furniture, fine musical instruments, beautiful paintings, costly parlor ornamentations, and all that go to make life worth living for, should send their children to school day after day and year after year, knowing that they must and do sit on hard, ill-shaped benches with their little feet dangling like the prey of some hideous Jack Ketch several inches above the floor.

The desks are no better; the old board arrangement closed up tight, excepting on the side next the scholar; so that when a slate or book is dropped upon it the sound emitted is like unto that from a big brass drum, which makes delectable (?) music in a school of about fifty?

And yet these same men when interrogated as to a change, involving

an outlay of perhaps \$200 of the district school funds, and not exceeding 25 cents per acre on the arable land, will reply:

"Well, I guess the seats 'll do; they done for us, and our children are no better than we were."

To which remarkable exhibition of non-progressiveness the interrogator might with at least equal acuteness rejoin that:

"Your father, with many thousands of other worthy pioneers and early settlers, lived and reared their families in log huts with puncheon floors, chimneys leaned up against the low gables built of a composition of wood and mud, and doors guiltless of nails and innocent of screws, or metal hinges or fastenings, but you elect to do

#### SOMETHING BETTER,

something that will do credit to your neighborhood and the era of progress in which you are privileged to take a part by building you a handsome brick dwelling to adorn your otherwise handsome farm, and thus add to the comfort of yourself and your family.

"Now don't you see that you do care more for your children than you would have me believe."

Let that care extend to them while at school, as you have just reason to be proud of your farm stock, horses, mules, etc., your pride should, (and with all liberal-minded men will and does) extend not only to the children but to the temple of learning in your midst—to the school house.

L. A. TYSON.

#### MASCOUTAH, Ill.

THE ambition for easier lives, and more genteel employments, and the silly but common notion that manual labor is menial, that the tools of the trades and the farms are badges of servility, have greatly lessened apprenticeship, and must be refuted in our common schools.

ALL correct teaching involves thought. Children learn language from its use. Every lesson should be a language lesson.

Oral and written expression should be constantly demanded. A teacher should be the pupil's model in the use of good language.

Grammars had better be put out of the way. In the earlier lessons in language the children must be made to feel perfectly at home. Ask them to tell the various acts you do. Use plenty of objects. Have the pupils tell all they can about them. Bring in your pictures. Let them tell what you do nearly all of the first year. Let them write what you do nearly all of the second year.

EMERSON says that "Sunday is the core of our civilization dedicated to thought and reverence. It invites to the noblest solitude and to the noblest society."

CHICAGO has four educational journals.

A. D. MAYO, one of the ablest writers, as well as one of the most popular lecturers on educational topics we have in the country we are glad to learn will spend a portion of the Summer in the West.

Engagements have already been made with the State University in Iowa and also with the Normal School.

In Indiana Mr. Mayo has numerous engagements.

We hope Missouri and Kansas and other States will also secure his services at some of the large Institutes to be held this Summer.

Mr. Mayo says the evening of the Institute or convention should be utilized for the waking up of the whole people,—not less important now than the training of teachers. An introductory lecture, of moderate length, followed by a series of talks from prominent speakers, of different professions, will make an impression that no political meeting can hope to rival. There is no public listening, now-a-days, more eager and critical than by the crowded audience that invariably comes out to hear, when it is assured of common-sense, earnestness, and eloquence on the platform of the school convention.

#### Recent Literature.

THE SPELL-BOUND FIDDLER; A Norse Romance, by Kristofer Jansen, translated by Auber Forester, with an Introduction by Prof. Rasmus B. Anderson. S. C. Griggs & Co., Chicago. 12mo., price \$1.00. For sale by Book & News Co.

The introduction is an interesting sketch of Ole Bull, the facts forming the historical suggestions on which the romance is founded. The volume is a pleasant addition to our growing Norse literature, to which no writer has made more valuable contributions than Professor Anderson.

THE New York *Evening Post* pays *Scribner's Monthly* a deserved compliment in saying that "Mr. Stedman in his fine critical essay on Edgar Allan Poe in *Scribner* for May, declares that Poe was not a man of immoral habits, and adds this significant generalization:

"I assert that professional men and artists, in spite of a vulgar belief to the contrary, are purity itself compared with men engaged in business and idle men of the world. Study and a love of the ideal protect them against the sensuality by which too many dull the zest of their appetites."

"We do the other contributors to this number of *Scribner's Magazine* no injustice when we say that this paper from Mr. Stedman is the important and valuable

thing in the number. It is a piece of work so far superior to the best of ordinary magazine writing that it seems almost out of place in a magazine. Its plane is that of permanent, not that of transitory literature, and whether we regard it as a literary or a psychological study, we find it to be one of those masterly monographs which stand alone as separate and satisfactory wholes, rather than as parts of the current literature of the day. It is critical work of the sort that Mr. Stedman put into his "Victorian Poets," and its appearance suggests the hope that we may yet have from this critic a series of studies of American literature not less worthy than his essays upon Tennyson and that group were."

For sale by Book and News Co.

In the *North American Review* for May, ex-Judge Jere S. Black continues the very interesting series of papers on the Third Term Question begun in the February number. His article is entitled "Gen. Grant and Strong Government," and its purpose is to show, first, that the limitation of tenure of office in the Presidency to two terms is a fundamental principle of our republican form of government; and, secondly, that not only does disregard of that principle threaten the permanency of republican institutions, but that Grant's third candidacy is actually a plot to revolutionize the republic and introduce monarchy. Mr. Leslie Stephen writes of "The Religion of all Sensible Men," and speculates on the prospect of that religion displacing the present creeds of the multitude. The creed of the future, he says, must be capable of assimilating modern scientific theories. George Ticknor Curtis continues his series of articles on "McClellan's Last Service to the Republic." Mr. Francis H. Underwood contributes an essay on R. W. Emerson and his writings. The notices of new books are by Mr. Axel Gustafson.

The *Review* is sold by booksellers and newsdealers generally.

THE *Christian Union* has removed to 22 Washington Square. The office will be in a large, broad, roomy, old-fashioned mansion, upon the north side of the square. The great libraries—the Union Theological Seminary, the Historical, the Mercantile and the Astor are not far away. A half dozen car lines pass near, and it is the purpose of the editors to make 22 Washington Square a literary home, and to make it a hospitable one.

Their subscribers, contributors, contemporaries and friends generally—and their enemies, too, if they have any—will always find there a cordial welcome and pleasant resting place.

HENRY WARD BEECHER,  
LYMAN ABBOTT.

THE New York *Evening Post* says: "At the present juncture it is especially imperative on the journalist to uphold the supreme end, rather than the subordinate means, because there is a large infusion of the most unscrupulous scoundrelism in all the leading parties, which has been already the source of innumerable ills, which is rising higher and higher, and which must be cast out and chastised if we mean to preserve the integrity of the nation."

HEALTHY, earnest, thoughtful and steady work in our school rooms is what is needed everywhere.

## A TRIP EAST.

It was the through train, 8 A. M. from St. Louis, to Philadelphia and New York, with the hotel car "Brevoort" on the

## VANDALIA LINE,

in which we found ourselves. The season was at its best—and after the quiet "all aboard" promptly on time, to the second, with no jar or noise, or scarcely a perceptible motion, we started East.

Through the tunnel, across the Great Bridge, out on to the prairies of Illinois burdened with their wealth—untold and immeasurable—of growing grain.

Mr. "Brevoort," or some one else, who seemed to be the landlord, came and asked if we would have "Breakfast."

We said, "Yes; will you take our order?"

"Excuse me, we do not take 'orders,' only 'suggestions!'"

"Very well," and he took our "suggestions." We were not aware ever before, what a few "suggestions" would do.

They were a success—an immense success—in fact, so much of a success that we do not now remember, in a somewhat varied experience, covering a period of — years (we came near telling we were more than a half century old then) two consecutive days of more quiet solid comfort than those two days in the hotel car Brevoort, on the "Vandalia line" between St. Louis and New York.

The company was select and choice—the three regular meals a day were simply perfect—the skyscape and landscape equally so—the sleep refreshing and the whole trip one of unalloyed enjoyment, without break, or jar, or anxiety.

We are not surprised to hear that persons who travel frequently between St. Louis and New York say that they take

## THE VANDALIA LINE

because,

1st. It is a *through* route.

2d. Because it is the shortest and quickest route.

3d. Because they never missed a connection or met with an accident.

4th. Because it is the most *complete* and *best equipped* route on the continent of America without exception!

The *five* trains a day east, out of the Union Depot in St. Louis are more fully described on page 16.

THE public school system and its work will bear the closest examination. Aside from what is taught directly, the training it gives the children in habits of punctuality, industry and economy of time, is worth all it costs.

In fact, its designs and power begin to be demonstrated so clearly and so effectively and so quietly that it is winning its way to a permanent place in the legislative provisions of several States where but little interest has before been manifested.

Let our teachers everywhere circulate the printed page. Lay the facts you find stated, so ably and clearly by the able contributors to this journal before the tax-payers and parents.

The editors of the local papers appreciate the permanent and effective work the schools are doing to create for them an intelligent and permanent constituency.

By all means use the printed page to let the people know all about the schools.

There is no other public interest which compares in importance with this of the education of the people.

ONE of the teachers in Arkansas on sending in a list of subscribers says: "The circulation of the AMERICAN JOURNAL OF EDUCATION among the patrons of our school here has revolutionized public sentiment on the question of Public schools. We have put the JOURNAL in the hands of our leading citizens and they have read it carefully. The result is, that our school terms have been increased from three to nine months, and the tax voted for this purpose was nearly unanimous!"

We are aware of the fact that if our teachers would more generally call the attention of their patrons to the articles we publish, there would be a public sentiment created in a short time, in favor of better schools and longer terms. We hope it will be done.

OUR schools are creating a demand for the *printed page* to such an extent that everywhere the demand for white paper is entirely beyond the supply of rags. A good sign that.

How about the school exhibition at the county fair? How about it at the State fair?

Illinois is leading off grandly in this direction.

Iowa, too, is making preparations in this direction.

Kansas is determined not to be behind hand in this matter.

Our teachers can easily show the tax-payers at these gatherings what and how much they are helping the children to do.

Certainly, parents will be as much interested to see the work done by the children as that done by the horses and mules! Won't they? We think so.

Let us work up the school exhibitions.

HON. H. C. BROCKMEYER says: "The public school teaches what is common to all—culture."

PROF. HUXLEY says: "That man has a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that as a mechanism it is capable of, the parts of whose intellect are of equal strength, in smooth working order to forge the anchors, as well as spin the gossamers of the mind; whose mind is stored with the great fundamental truths of nature, and of the laws of her operations; one whose passions are the trained servants of a vigorous will and a tender conscience; who has learned to love beauty, hate vileness, and respect others as himself."

## IOWA.

## Official Department.

BY C. W. VON COELLN, STATE SUPT.  
Editors Journal:

## Sundry Rulings.

1. A failure to qualify is deemed a refusal to serve. See Sec. 686, code. In the event of the failure of an officer to qualify, the board can declare the office vacant, and choose a successor. See Sec. 781, sub Sec. 4, code, and last part of Sec. 684, code.

2. There is no provision of law giving teachers time to visit other schools. Boards of directors may, however, grant holidays for that purpose.

3. In graded schools, the proper administration of discipline requires that complaints from subordinate teachers should reach the board, under ordinary circumstances, through the principal or superintendent, who is charged with the supervision of all the schools.

4. A revocation of a teacher's certificate does not estop a county superintendent from subsequently granting a certificate to the same person.

5. While Sec. 1796, S. L. 1876, provides that boards may change sub-district boundaries at the regular meeting in September or at a special meeting called for that purpose between September and March, it must be understood that such change cannot be made so late as to prevent the notices for election from being given at least five days previous to the election as required by Sec. 1718, S. L. 1876.

6. Chapter 8, laws of the 18th General Assembly, entitled "An act to amend the law governing the election of directors and the power of boards of directors," applies only to districts having at least 150,000 inhabitants, as ascertained from some authentic source, and provides for the registration of electors, and for several polling places. This law was published too late to be available at the time of the annual meeting just passed, but will govern hereafter.

7. Where a plan of subdividing the district township has been adopted by the board, and it is afterward found that one or more of the divisions which the board intended to make a sub-district, does not contain the required number (15) between 5 and 21, the board should provide where the children living upon such territory shall attend school, until the sub-district is fully organized, and in the meantime the board of directors will be constituted only of sub-directors from sub-districts fully organized.

8. Both houses of the legislature have passed a bill repealing chapter 113, laws of 17th General Assembly, depriving a president in a board of six, in independent districts, of his vote, but one bill contains additional matter, which will require the farther action of the other house. Such action will doubtless be taken, but until then the present law will govern.

Des Moines, March, 1890.

E. M. JENKINS, Esq., who has been for years the practical man in managing the Summer Excursion to Europe. You had better secure the pamphlet to which allusion is made on page 16.

HORSFORD'S ACID PHOSPHATE  
In Typhoid Fever.

I have been greatly benefited myself, as also have others, from using Horsford's Acid Phosphate. I have used it to the exclusion of all other remedies, in Typhoid fever, with very gratifying results to myself, and with thanks from my patients for so agreeable a remedy.

C. R. J. KELLAM, M. D.  
St. Charles, Minn.

COL. W. F. SWETZLER, the veteran editor of the Columbia Statesman is a candidate for Congress. He is a leader, honest, competent, and he would, if elected, do credit to the district, the State, and the nation.

PRESIDENT G. L. OSBORNE of the State Normal School at Warrensburg, will deliver the annual address before the graduates of the Normal Department of the State University, at their commencement on the evening of May 26th.

THE National Educational Association will hold its next meeting at Chautauqua, N. Y., commencing on Tuesday, July 13th, and closing on Friday, July 16th. Among the distinguished educators of the country announced to take part in the exercises, Charles Francis Adams, Jr., Dr. W. T. Harris, Anna C. Brackett, and Professor Payne of Ann Arbor.

## An Open Letter.

NEW YORK, March 27, 1890.

MESSRS. D. APPLETON & Co.;

Gentlemen—You have honored our house by describing it in your advertisements as one of "a combination formed to oppose the adoption of Appletons' books."

This is so entirely incorrect that we beg to assure you, that to the best of our belief, no such combination exists, or if it does we are not a party to it.

A few firms have agreed among themselves to make an effort to reform certain abuses in the book-agency system by limiting the powers and expense of agents,—the direct effect of which reform, if successful, will be a reduction in the cost of books to the public. These abuses are illustrated, we regret to say, in the methods which your own agents are now pursuing,—methods which, while apparently liberal, are certain to react upon the public in high prices hereafter.

We have asked you to agree with us to stop this, but while you frankly admit it to be wrong and demoralizing, you have declined or failed to do so. It is, therefore, yourselves who are the aggressors; and if any special attention seems to be devoted to the prevention of your work, it is simply because the other houses, not in concert but individually, find themselves obliged to act vigorously in self-defense.

We trust you will yet see these things more clearly, but beg in the meantime to protest respectfully against any bid for public sympathy on the ground of persecution by your fellow-tradesmen. Such a complaint sounds strangely enough from your dignified and powerful house, and in justice to yourselves, if not to us, we submit that you should withdraw it.

Very truly yours,

A. S. BARNES & Co.

## TEACHERS,

You can make \$25 to \$100 very easily, in genuine educational work—that is, you can "do good and make money."

## The Scholar's Companion.

is a splendid paper at 50 cents a year, and it will be taken by every family.

It will interest your school amazingly.

—We are going to have

100,000 SUBSCRIBERS.

We are going to pay those who get them for us. Send ten cents for samples and particulars.

E. L. KELLOGG & CO.,  
17 Warren Street, New York.



# Tools to Work With.

Will **SCHOOL OFFICERS** as well as **TEACHERS**, please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of *twenty* or *thirty* more *effectively* and *profitably*, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do *twenty* or *thirty* times as much work in all branches of study with these helps as he can do without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

## BLACK BOARDS,

### ALL AROUND THE ROOM,

A Set of Outline Maps,

A Set of Reading Charts,

A Set of Writing Charts,

A Set of Physiological Charts,

A Globe, Crayons, Erasers, &c., &c

Blackboards of *slated paper*, that you can hang up for the children at home, or *blackboards* put on to every spare inch of surface in the school room are cheap and of great value for drawing and for illustrating the lesson. The *BEST* surface, that which has been tested for *years*, never failing to give *entire satisfaction*, is the *HOLBROOK Liquid Slating*.

Hon. S. R. Thompson, State Supt. of Public Instruction of Nebraska under date of Jan. 1, 1879, says: "The *Slated Paper* ordered for blackboards came promptly to hand. It is admirably adapted for the purpose—in fact it is all that can be desired—for a *BLACK BOARD*."

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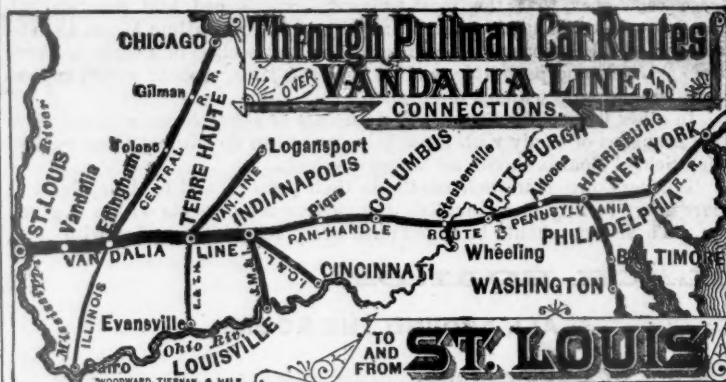
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